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Francis Street School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Key *Comments to check. Things to think about/further action*

The Board of Management of Francis Street School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024 (link: <https://assets.gov.ie/static/documents/bi-cinealta-procedures-to-prevent-and-address-bullying-behaviour-for-primary-and-post-.pdf>)

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of Bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures. Appendix 1.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Positive Behaviour.

Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date Consulted	Method of Consultation
School Staff	16.5.25	Whole Staff Meeting
Students (appendix 2)	3.4.25	Questionnaire
Parents (appendix 3)	31.3.25	Focus Group
Board of management (appendix 4)	18/03/2025	Meeting
Wider school community as appropriate, for example, bus drivers		Website
Date policy was approved:	23/06/2025	
Date policy was last reviewed:		



Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures as linked above)

Preventing Bullying Behaviour - The 4 Key Areas of Prevention

Culture and Environment - mission and ethos - school & classroom climate & culture - quality & use of school buildings & grounds	Curriculum (Teaching & Learning) - extracurricular learning - co curricular learning - planning supports - monitoring
Open door policy Principal and staff are accessible Peace Circles and Circle Time foster open dialogue Language used is respectful Restorative Practice widely used Strong focus on 'Empathy' school-wide Strong cooperation between staff Changemaker School- strong focus on our pillars and values Culture of inclusion and integration Staff modelling positive and respectful relationships Teamwork Inclusion of AS classes Promoting kindness Visual Displays Picturebooks / stories Split breaks for the utilisation of space Allowing children choice when it comes to yard Sensory quiet spaces such as library, multi sensory room and cubbie Staff wellbeing team Assembly Telling environment	Musical After School CLubs Chess, wall climbing, athletics, GAA, basketball and football teams Pupil committees - student council, green team, wellbeing warriors, Gaeilge Coiste and Fit Squad Peace circles Paired and group work Alert Parent Classes Mindup Circle times in junior classes Stay Safe Yoga Religion Discussions that arise during book club. Drama SPHE lessons focussing on friendship, reliance, empathy etc Focus in Junior Infants on language and vocabulary around difference (Different Brain lessons/Sesame St. Autism lesson) Outside visitors/speakers to chat to students about emotional development
Relationships & Partnerships - student & staff relationships - peer relationships - student voice - partnership staff, children and young people, parents/carers - partnership with other schools - community partnerships - external supports	Policy & Planning - all policies relevant to wellbeing - all plans relevant to wellbeing - school & centre self-evaluation - continuing professional development
Wellbeing team Restorative practice 4 pillars of a changemaker school GAA partnerships Circle time/ Peace circle Student Teams - student voice Positive relationships with parents Collegiate approach to relationships Open door policy Shared trust Together Time Positive staff relationships Julie's MGC to foster connection Positive Note Home End of Year Ceremony to celebrate success and foster community and belonging Peer mentoring through reading (senior classes with junior classes) Parent led workshops	Special Ed policy Wellbeing Restorative Practice Dignity policy Peace circles Inclusion and integration Open door policy Change maker school Positive behaviour policy (special classes) Acceptable use policy(computers) CPD for staff DEIS plan Friends For Life Incredible Years Restorative practice Workshopping with parents and students when making school policy. CPD on Bí Cineálta Child Safeguarding Statement



Francis Street School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Musical - opportunity for different children to work together who may not interact usually After school clubs encourage children to meet who may not usually Community Guards SCP Parents Association Solas partnership Use of sports facilities in the area : cabbage patch, swimming pool Board of management YMCA partnership Foróige Changemaker School connections School visits and relating to people from other walks of life Social justice team Roots of empathy Friends For Life program	
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The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures as linked above):

Child Safeguarding Statement + risk assessment
Arrival of pupils b/w 8:40 and 8:50 supervision by ISM and SNAs
Classrooms are supervised at all times
Break and lunch times are supervised at all times by a teacher + 3 SNAs
Staff Ratio 1:11 for outings/trips etc.
Care team/welfare meetings to share information on individual children
Peace Circles are held with senior classes
Circle Times are held with junior classes
Stay Safe program followed
Restorative Practice underpins every interaction
Friends for Life program employed in younger classes

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

Principal Deputy Principal All teaching staff

When bullying behaviour occurs, the school will:

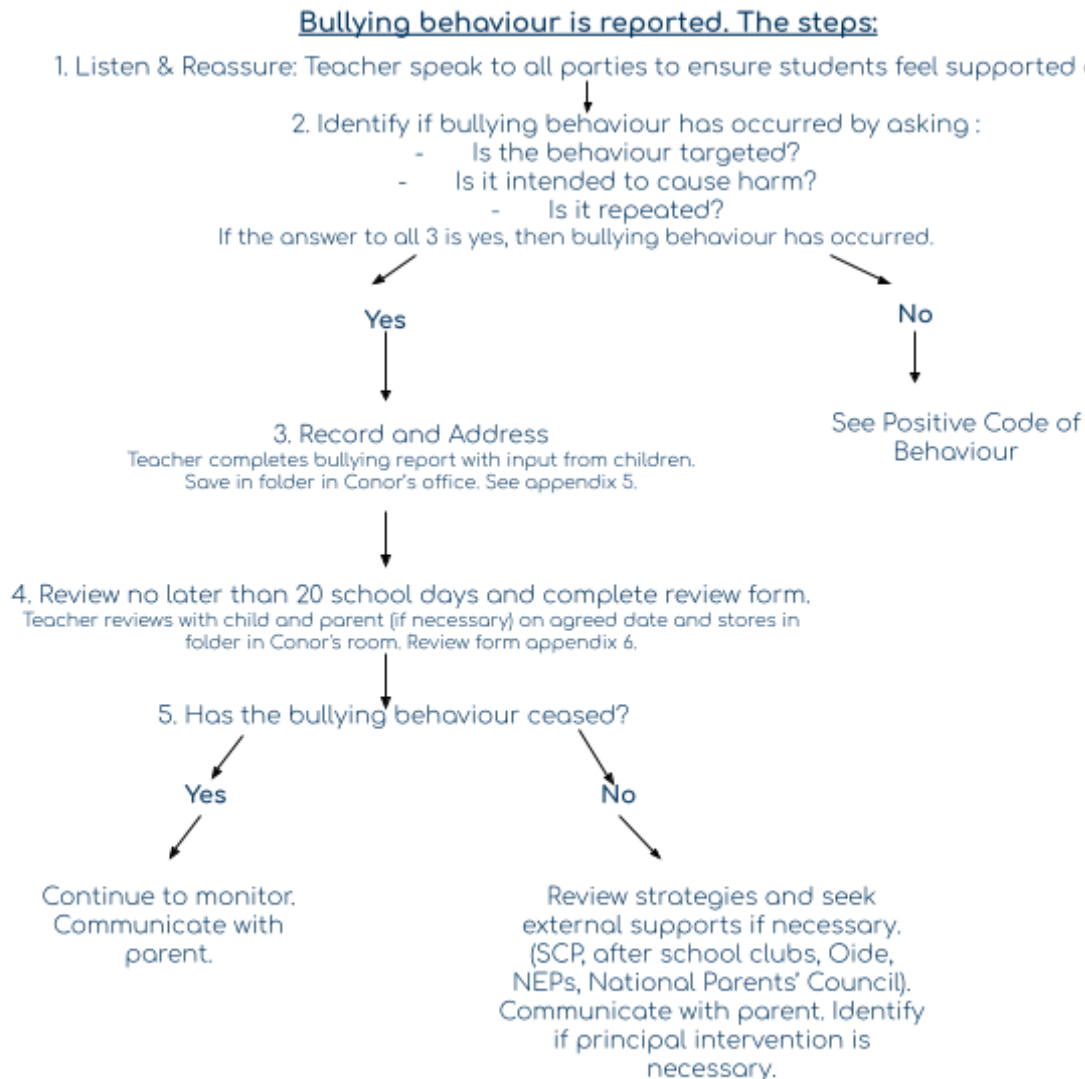
- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved



Francis Street School Bí Cineálta Policy to Prevent and Address Bullying Behaviour



The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):



The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

- Restorative Practice
- Stay Safe
- Friends for Life
- Use of Positive Code of Behaviour
- Personalised approaches to individual children
- Use of external services if necessary : SCP, Shannon's Hopeline, NEPs, Barnardos, Rainbows., YMCA.
- Use of Oide resources

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed



Francis Street School Bí Cineálta Policy to Prevent and Address Bullying Behaviour



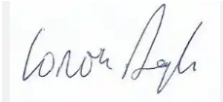
to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures. This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request. This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: 
(Chairperson of board of management)

Date: 23/06/2025

Signed: 
(Principal)

Date: 23/06/2025



Appendix 1: Definition of Bullying behaviour as outlined in *Cineálta: Action Plan*

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

2.1 Definition of bullying behaviour as outlined in *Cineálta: Action Plan* on Bullying

Core definition of Bullying Behaviour

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Building on many years of international research, the core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity-based bullying such as racist, sexist, LGBTIQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society.

The core elements of the definition are further described below:

> Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

> Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

> Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation,

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

2.2 Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.





Appendix 2 - Student Feedback

Feedback from SI-2nd

Francis Street School – Bí Chineálta
Feedback Form

1. Do you feel safe at school?



2. Do you know what to do if you don't feel safe?



3. Is there an adult you can talk to?



Results Overall (43)

Do you feel safe at school?		
Yes	No	
38 (88%)	5 (12%)	
Do you know what to do if you don't feel safe?		
Yes	Unsure	No
28 (65%)	8 (19%)	7 (16%)
Is there an adult you can talk to at school?		
No	One	Lots of them
5 (12%)	13 (30%)	25 (58%)

Feedback from 5th-6th

What is bullying? Main Responses



You get picked on for more than a month or a year

Bullying is making fun of someone or hurting someone

Bullying is when a person is getting picked on by a lot of people multiple times

Where someone makes fun of someone or doesn't include them from a group etc. more than one time

Bullying is when you get very angry and then take it out on other people, Annoying someone

To pick on someone or exclude them from a group

It is a form of doing something to harm or embarrass someone to make them uncomfortable.

Bullying is when a person is getting picked numerous times a day and when day go home go their apps that they have on their phone got called names about how they dress and their appearance.

Constantly picking on someone, targeting them

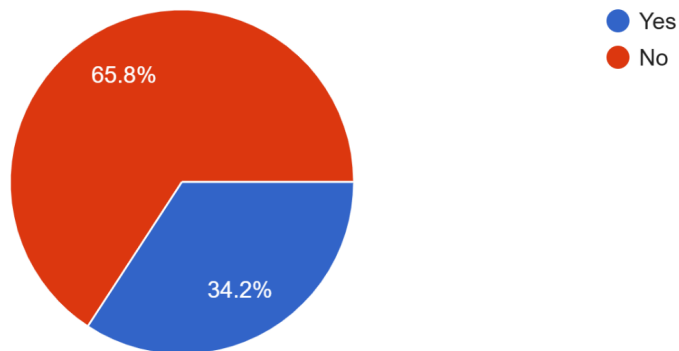
Picking on the same person more than once or twice

Bullying is the act of constant harassment towards a specific person with purpose intent to make them feel bad or upset over an extended period of time.



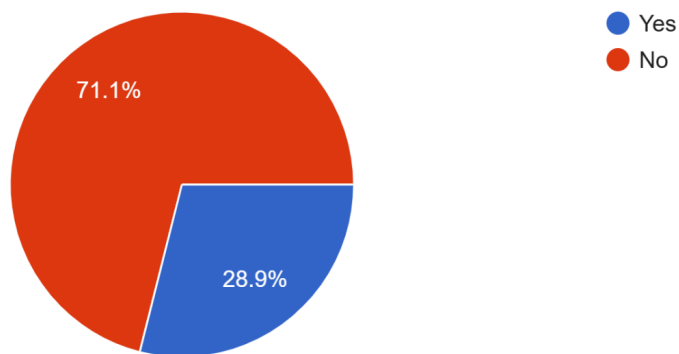
Is there anyone in class that is being picked on?

38 responses



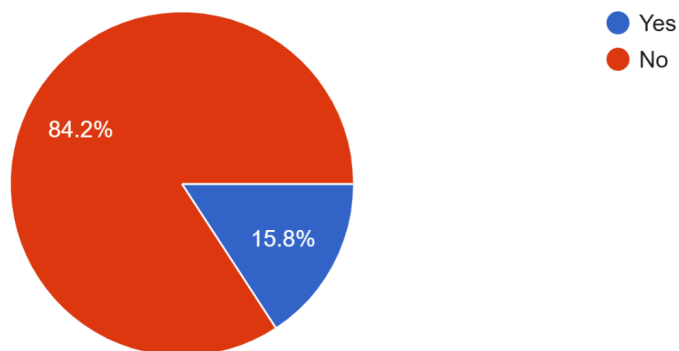
Is there anyone spreading rumours or gossip online or offline?

38 responses



Are there times or places in school where you feel unsafe?

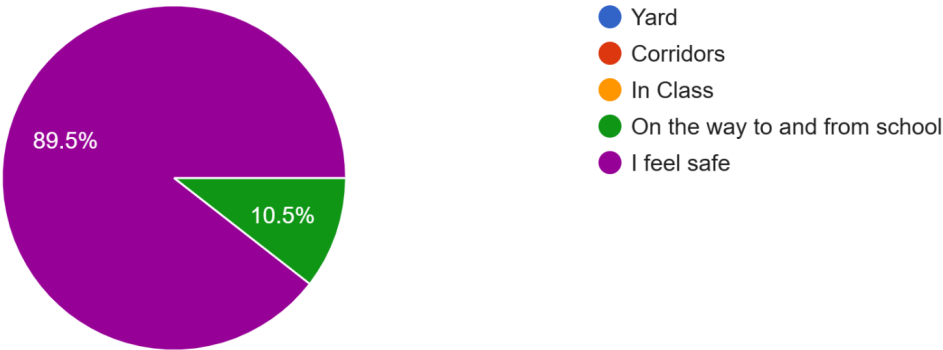
38 responses





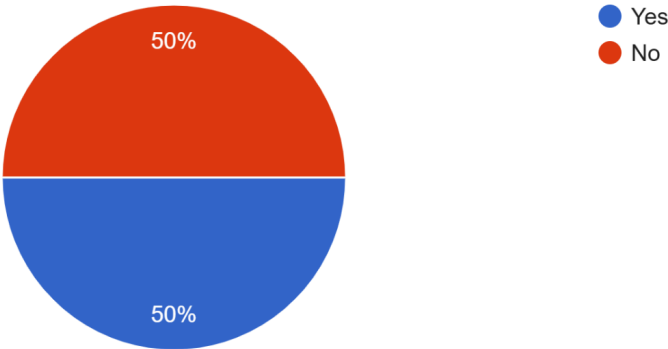
Where do you feel unsafe?

19 responses



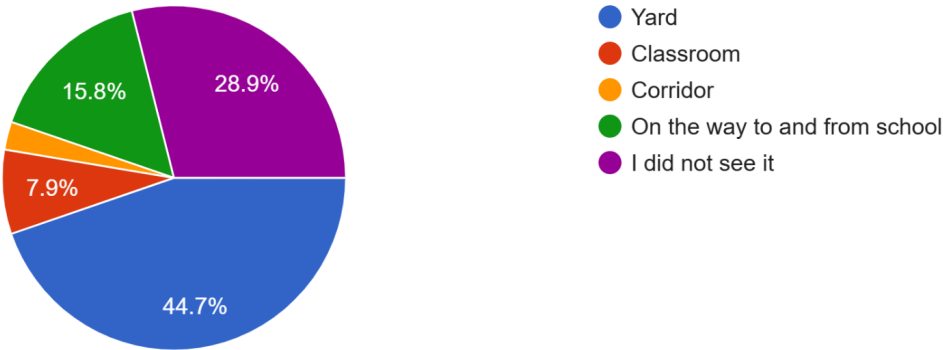
Have you witnessed bullying behaviour taking place?

38 responses



Where did it take place?

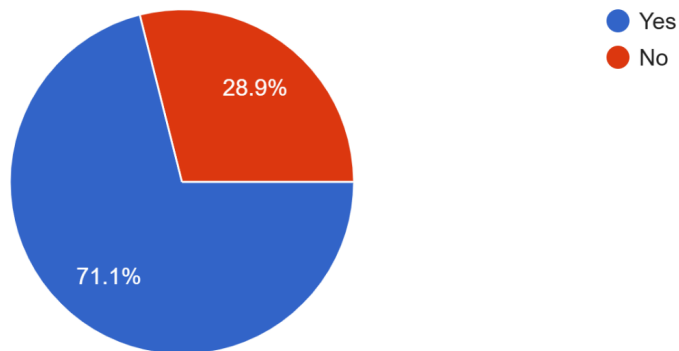
38 responses





Is there an adult you could talk to if you were worried about or experiencing bullying?

38 responses



What could we do?

No as I think the school makes me feel safe

Probably like keep more teachers on the yard to look out for bullying that goes on.

I think that the school is currently safe now and i have never witnessed any bullying in the school

The school is a very good place

No I think are school is doing as much as possible as you can't control everyone

No because there's strict teachers and strict rules and that restricts bullying

checkups with kids to see how there situation is, give students people to talk to in school

if someone is getting picked on constantly or getting called offensive names I think the teachers should do a little bit more than just time of yard or just going on the wall

I think it should be more normalised to tell someone like an adult or even your friends that your being bullied in order to quickly stop it as bullying over an extended period of time can seriously affect the person being bullied.

Yes when you hear that someone that is getting bullied sit down the two boys or girls and let them talk to each other and see what they don't like about each other and see what they can do differently.



Appendix 3 - Parental Feedback

Monday 31st March

- 4 parents, Aileen + Conor
- Supportive of recording template but maintain parent of aggressor and victim should both sign forms
- Mixed reaction to the 20 days
- Parent supportive of an incident report form or note via Aladdin when physically aggressive behaviour is happening, one parent made point that for any head injury a call is made maybe should be similar if there is aggressive physical incidents
- Lots of opinion around when child is the victim, when flipped to child being aggressor, parents were adamant they would blame themselves and "go through them"
- References were made that parents of aggressors turn a blind eye. This was reinforced by incidents that had been witnessed after school or in the community. Discussion around Meet + Greet, it should be "mandatory"
- Conversation around consequences, what happens? Prompted conversation around RP and Peace Circles. Seemed an appetite for this to be rolled out at younger ages. Understanding about kids from challenging situations
- Discussion around pupils with AEN and general consensus was that families would be understanding of this.



Appendix 4 - Board of Management

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of _____ confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____ [date].

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed: _____

(Chairperson of Board of management)

Date: _____

Signed: _____

(Principal)

Date: _____



Francis Street School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Appendix 5 - Bullying Behaviour Reporting Form



Francis Street CBS

John Dillon Street, Dublin 8, Ireland. D08 FE83. Roll Number: 18477E

T: 353 1 453 1800
W: www.francisstreetcbs.ie
E: grriccol@francisstreetcbs.ie



Principal: Canon David Blacem, M. Dip. Ed. Deputy Principal: Ann McCannahan B. Ed.

Francis Street B1 Cinedúta Reporting Form

The recording of bullying behaviour reporting form has been created using the guidelines from B1 Cinedúta Procedures to Prevent and Address Bullying Behaviour for Primary and Postprimary Schools (June 2024).

- The completed form remains in school and saved in the B1 Cinedúta Folder.
- Complete one form to summarise the incidents and involvement of all children.

Initials of Child:	Class:	Date(s) of Incident(s) (if known):	Initials and classes of other students involved: Eg. AP (s/s)	Report Recorded by:	
Location(s) of Incident(s): ☐ Classroom ☐ Yard ☐ Toilet ☐ Corridor ☐ Library ☐ School Trip Other:					

Form of Bullying Behaviour (as per B1 Cinedúta section 2.5). Please tick what applies.

Direct Bullying Behaviour:

- ☐ Physical bullying behaviour - Pushing, shoving, punching, kicking, poking and tripping a student. Damage to student's possessions.
- ☐ Verbal Bullying Behaviour - Continual directed name calling that hurts, insults or humiliates a student.
- ☐ Written Bullying Behaviour - Writing insulting remarks in public places, passing notes or drawings of a student.
- ☐ Extortion - Obtaining something through force or threats.

Indirect Bullying Behaviour:

- ☐ Exclusion - Deliberately and repeatedly isolating, excluding or ignoring a student.
- ☐ Rational - Repeatedly rejecting and undermining a student's attempts to socialise or form relationships with peers. Eg. going up against a student, non-verbal gossling, malicious gossip, spreading rumours, silent treatment.

Online Bullying Behaviour (through text, direct/instant messaging, social media, algorithms, email, apps, digital learning sites, gaming, consoles, chatrooms and other online technologies):

- ☐ Sending or showing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- ☐ Posting information considered to be personal, private and sensitive without consent
- ☐ Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- ☐ Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

*Even though a message may be posted online just once by a student it can be considered bullying behaviour as it

may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated. Additional Comments:	
Types of Bullying Behaviour (as per Bi-Creditu section 2.7). Please tick what applies.	
☐ Disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need. ☐ Exceptionally able bullying behaviour or language that intends to harm a student because of their high academic ability or outstanding talents. ☐ Gender identity bullying behaviour or language that intends to harm a student because of their perceived or actual gender identity. ☐ Homophobic/transphobic (LGBTQ+) bullying behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community. ☐ Physical appearance bullying behaviour or language that intends to harm a student because of their physical appearance. ☐ Racist bullying behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. ☐ Poverty bullying behaviour that intends to humiliate a student because of a lack of resources. ☐ Religious identity bullying behaviour that intends to harm a student because of their religion or religious identity. ☐ Sexist bullying behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex. ☐ Sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student ☐ Other:	
Describe what happened:	
Next Steps as identified with child & parent:	
Date of Review (no later than 20 school days):	
Signed:	Date:



John Dillon Street, Dublin 8, Ireland. D08FE83 . Roll Number : 13477E

Principal: Connor Doyle B.Com., H. Dip. Ed. Deputy Principal: Aurl McOmishan B. Ed.



The recording bullying behaviour form has been created using the guidelines from Bi Ciredito Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools (June 2024).

Procedures to Prevent and Address Bullying Behaviour for Primary and Postprimary Schools (June 2024).
Please note:

The completed form remains in school and saved in the Bi Cineálto Folder.

Review of Francis Street Bf Cinema Reporting Form			
Date of Review:		Attendance:	
Reflection Has the behaviour been repeated? How have the relationships been since? Effectiveness of strategies?			
Has the bullying behaviour ceased at the time of this review? ☐ Yes ☐ No If 'no', refer back to code of behaviour and consider additional supports such as Peace Circle, NEPs, CIDE, Webwise, National Parents' Council, School Completion Program, afterschool clubs.			
Next Steps:			
Is a review required?	☐ Yes ☐ No	☐ Yes ☐ No	If so, input date _____ Situation will continue to be monitored
Date:			



Appendix 7: Student Friendly Bí Cineálta Poster

